DOCUMENT RESUME

ED 360 010 JC 930 358

AUTHOR Harr, Gary Lynn
TITLE STARS: Student Assessment and Response System.
INSTITUTION Florida Junior Coll., Jacksonville.
PUB DATE [85]
NOTE 16p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; Community Colleges; Computer Uses in Education; Counseling Services; Data Analysis; *Data Collection; *Data Processing; *Needs Assessment; Program Descriptions; School Statistics; Student Characteristics; Student College Relationship; *Student Needs; Two Year Colleges; Two Year College Students
IDENTIFIERS *Student Assessment and Response System

ABSTRACT

In 1984, the Student Assessment and Response System (STARS) was developed by the Florida Junior College at Jacksonville (FJCJ) to establish a proactive student assessment system that translates data collection on student needs into counseling action. As part of the registration process, students may complete a STARS survey form, which lists available student services related to academic skills, educational planning, career development/job placement, personal/social development, and other areas, and asks students to mark areas in which they would like assistance. This information is then scanned into FJCJ's mainframe computer, which generates a STARS response sheet designed to provide general information on the specific services available, campus-specific information when available, and the name, office number, and telephone number of a campus resource person. In addition, the computer generates a list of students desiring assistance for each service and transmits them to the FJCJ staff designated as contacts for the services, who then provide the students with detailed service information. Feedback surveys are also provided to students completing STARS surveys to evaluate user satisfaction and to gather information on user characteristics. During its first term of college-wide implementation, over 1,600 students completed STARS surveys, generating about 5,000 mailers. A flow chart of STARS operation and the STARS survey instrument are included. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED360010

STARS:

Student Assessment and Response System

Gary Lynn Harr, Ph.D.
Counselor
Florida Junior College at Jacksonville

IC 930 358

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. L. Harr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

STARS

STUDENT ASSESSMENT and RESPONSE SYSTEM

SCAN-TRON® FORM NO. 21625 FIC — FEED THIS DIRECTION

SOCIAL SECURITY NUMBER

	0	1	2	3	4	5	6	7	8	9
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○

NAME:

MARK YOUR SOCIAL SECURITY NUMBER ON THE ANSWER SHEET. IF YOU WOULD LIKE ASSISTANCE WITH ANY ITEMS LISTED BELOW, FILL IN THE RECTANGLE BESIDE ITS NUMBER. OTHERWISE, LEAVE THAT NUMBER BLANK AND CONTINUE TO THE NEXT ITEM.

USE NO. 2 PENCIL ONLY

"Serving Students is Priority One"

WHICH CAMPUS WILL/DO YOU ATTEND?

- ○ DOWNTOWN
- ○ KENT
- ○ NORTH
- ○ SOUTH

I WOULD LIKE ASSISTANCE WITH, OR MORE INFORMATION ABOUT:

STUDENT DEVELOPMENT SERVICES

ACADEMIC SKILLS

- ○ 1. Reading skills
- ○ 2. Writing skills
- ○ 3. Math skills
- ○ 4. Test-taking skills/study skills

EDUCATIONAL PLANNING

- ○ 5. Selection/change of major
- ○ 6. Program entrance requirements
- ○ 7. Course selection
- ○ 8. Testing information
- ○ 9. Transfer assistance
- ○ 10. Graduation requirements

CAREER DEVELOPMENT/JOB PLACEMENT

- ○ 11. Career selection or change/career testing
- ○ 12. Job placement openings/job seeking skills

PERSONAL/SOCIAL DEVELOPMENT

- ○ 13. Decision-making/problem-solving/goal-setting skills
- ○ 14. Self-understanding/self-confidence
- ○ 15. Improving relationships with others

OTHER SERVICES/INFORMATION

- ○ 16. Financial aid/scholarships/financial planning
- ○ 17. Student government/activities/intramural sports
- ○ 18. Intercollegiate athletic programs
- ○ 19. Veterans assistance
- ○ 20. Special services for disabled students

SUPPLEMENTARY ITEMS

- ○ 21.
- ○ 22.
- ○ 23.
- ○ 24.
- ○ 25.

FLORIDA JUNIOR COLLEGE at JACKSONVILLE

NOTE: If you need assistance or information concerning a topic not listed above please contact a counselor in your campus Student Development Office.

THESE QUESTIONS ARE MEANT TO CLARIFY THE SERVICES LISTED ON REVERSE SIDE.

ACADEMIC SKILLS

1. Would you like to read faster and/or remember more of what you read?
2. Could you use some help with your ability to write term papers and other class assignments?
3. Do you need some assistance with problems in arithmetic, algebra, geometry, calculus, etc?
4. Would you like to know how to better prepare for tests and/or to study more effectively?

EDUCATIONAL PLANNING

5. Do you need some help selecting a major or are you thinking about changing majors?
6. Would you like to know what is required for entry into a specific program of study?
7. Do you need some assistance with selecting the proper courses to take for your program?
8. Are you interested in credit-by-exam or need information on the required sophomore exit test (CLAST), etc?
9. Are you preparing to transfer to a university or do you want to transfer credit to FJC from another school?
10. Would you like to know more about graduation requirements and your graduation status?

CAREER DEVELOPMENT/JOB PLACEMENT

11. Do you need help in selecting or changing careers? Would you like some interest or aptitude testing to help you make such a decision?
12. Are you looking for work? Would you like some instruction or interviewing skills, resume writing, etc.?

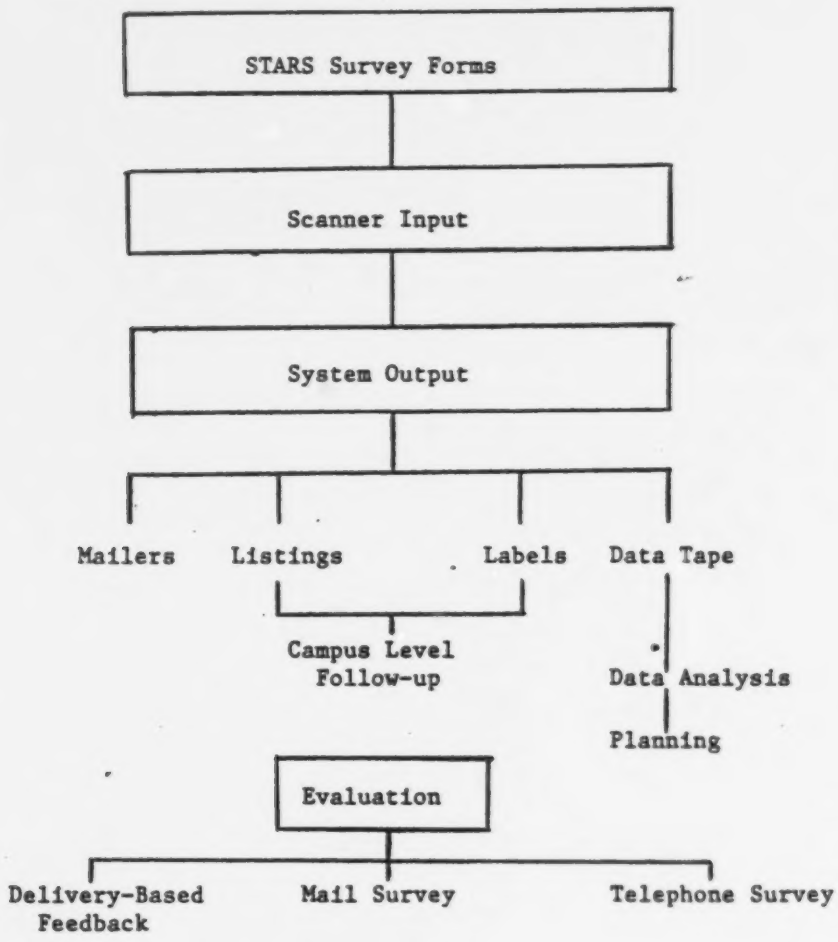
PERSONAL/SOCIAL DEVELOPMENT

13. Would you like to talk to a counselor about a decision or problem are you facing? Want some help in setting your personal/educational goals?
14. Do you want to know more about yourself? Are you interested in strenthening your self-confidence?
15. Do you want to make some friends and/or improve your relationship with others?

OTHER SERVICES/INFORMATION

16. Would you like some information about the availability of grants, loans, work study and other forms of financial aid?
17. Are you interested in student government? Want to know more about student activities(discount tickets, movies, speakers, intramural sports)?
18. Would you like to talk to someone about trying-out for a varsity team in baseball, track, basketball, golf, tennis, etc.?
19. Are you a veteran who wants more information about your educational benefits?
20. Do you have a disability which requires some special assistance you are not now receiving?

STUDENT ASSESSMENT and RESPONSE SYSTEM (STARS)



FEATURES

* On-Going Assessment
* Automated Input via Scanner
* Proactive Response Component
* Individualized Response
* Campus-Level Follow-up
* Built-in Decision/Planning Support
* Comprehensive Evaluation
* Integration with Student Database

Exemplary Practice - Entry Form Responses

1. Florida Junior College at Jacksonville (College Administration.

2. Student Assessment and Response System (STARS).

3. Dr. Gary Harr, Dean of Student Development and Services.

   Ms. Maryanna McDonald, Counselor.

4. Brief Description of Program.

ABSTRACT

STARS: STUDENT ASSESSMENT AND RESPONSE SYSTEM

Student Services practitioners have long been implementing systems to analyze student needs. Modern computer technology now provides a readily accessible tool which lends itself not only to the analysis of needs but also to the proactive response to such needs.

STARS is a system developed at Florida Junior College at Jacksonville which involves:

(1) the assessment of student needs as part of the registration process;

(2) the use of optical scanner and mainframe technology to provide rapid personalized response, data analysis and follow-up capability;

(3) an evaluation component to judge system performance;

(4) a planning component to help guide program priorities.

STARS: STUDENT ASSESSMENT AND RESPONSE SYSTEM

BACKGROUND

Florida Junior College at Jacksonville (FJC) has been involved in the systematic collection of student need analysis data for over ten years. The Student Goals Inventory (developed by Dr. John Farmer) and the Student Need Analysis were instruments developed at FJC for this purpose and were utilized primarily with new, incoming students. While these systems provided invaluable experience with such assessment, it was recognized that the data which was collected was not being optimally utilized. There was no formalized methodology to translate data collection into counseling intervention, nor was the data in a form which was useful for planning purposes. STARS (the Student Assessment and Response System) was developed in 1984 in order to address these deficiencies.

Design Assumptions

Prior to the design of STARS, a number of planning assumptions were developed to guide its formulation and implementation:

(1) The system would utilize modern computer technology wherever feasible.

(2) Emphasis would be placed upon the proactive assessment of student needs.

(3) An integral response system would be built into the system.

(4) The data collected would be amenable to computer analysis and useful for the planning of student services.

(5) A pilot implementation would take place in order to debug the system prior to college-wide implementation.

Assessment Process

As part of the registration process, each student is provided with the opportunity to complete a STARS survey form. This optical scanner form lists the 20-25 student services provided below:

ACADEMIC SKILLS

1. Reading skills
2. Writing skills
3. Math skills
4. Test-taking skills/study skills

EDUCATIONAL PLANNING

5. Selection/change of major
6. Program entrance requirements
7. Course selection
8. Testing information
9. Transfer assistance
10. Graduation requirements

CAREER DEVELOPMENT/JOB PLACEMENT

11. Career selection or change/career testing
12. Job placement openings/job seeking skills

PERSONAL/SOCIAL DEVELOPMENT

13. Decision-making/problem-solving/goal-setting skills
14. Self-understanding/self-confidence
15. Improving relationships with others

OTHER SERVICES/INFORMATION

16. Financial aid/scholarships/financial planning
17. Student government/activities/intramural sports
18. Intercollegiate athletic programs
19. Veterans assistance
20. Special services for disabled students

SUPPLEMENTARY ITEMS

21.
22.
23.
24.
25.

SCAN-TRON FORM NO. 21635-FJC

FEED THIS DIRECTION

	0	1	2	3	4	5	6	7	8	9
	c0	c1	c2	c3	c4	c5	c6	c7	c8	c9
	0	1	2	3	4	5	6	7	8	9
	c0	c1	c2	c3	c4	c5	c6	c7	c8	c9
	0	1	2	3	4	5	6	7	8	9
	c0	c1	c2	c3	c4	c5	c6	c7	c8	c9
	0	1	2	3	4	5	6	7	8	9
	c0	c1	c2	c3	c4	c5	c6	c7	c8	c9
	0	1	2	3	4	5	6	7	8	9

NAME:

MARK YOUR SOCIAL SECURITY NUMBER ON THE ANSWER SHEET. IF YOU WOULD LIKE ASSISTANCE WITH ANY ITEMS LISTED BELOW, FILL IN THE RECTANGLE BESIDE ITS NUMBER. OTHERWISE, LEAVE THAT NUMBER BLANK AND CONTINUE TO THE NEXT ITEM.

DOWNTOWN
KENT
NORTH
SOUTH

1. Reading skills
2. Writing skills
3. Math skills
4. Test-taking skills/study skills

5. Selection/change of major
6. Program entrance requirements
7. Course selection
8. Testing information
9. Transfer assistance
10. Graduation requirements

11. Career selection or change/career testing
12. Job placement openings/job seeking skills

13. Decision-making/problem-solving/goal-setting skills
14. Self-understanding/self-confidence
15. Improving relationships with others

16. Financial aid/scholarships/financial planning
17. Student government/activities/intramural sports
18. Intercollegiate athletic programs
19. Veterans assistance
20. Special services for disabled students

21.
22.
23.
24.
25.

The student's responses are then scanned into the mainframe (offline, in batches) which generates a STARS Response Sheet. This print-out provides (for each need indicated):

)1) general information on services available;

(2) campus - specific information, when available;

(3) the name, office number, and telephone number of a contact person charged with the distribution of information concerned with the service area in question.

The student is also provided with an information sheet which details the response component of the system and which solicits their evaluation of the system's usefulness.

Once entered into the mainframe computer, a file is built which allows for initiation of the response component of the system and for later statistical analysis.

RESPONSE COMPONENT

The mainframe computer also generates:

(1) a listing of students in each need category, on each campus (with associated student data);

(2) address labels for these same categories of students.

The listings and labels are transmitted to the persons designated as contacts for each service on each campus. These are used to contact students and to provide detailed service information. Future plans call for the development of a telephone/tape information system to supplement the delivery systems.

EVALUATION COMPONENT

Those students who are served as a result of STARS are asked to complete a Services Feedback Survey which includes an evaluation of the following characteristics of the service provider:

(1) helpfulness/sensitivity
(2) courtesy/professionalism
(3) efficiency/organization
(4) skill

The survey also evaluates overall satisfaction within the service provided. This data is tabulated, reviewed by the student deans and utilized to improve the delivery of services.

In addition, a random selection of students who completed a STARS survey are contacted by telephone and asked to evaluate the various components of the system.

PLANNING COMPONENT

The data within the computer file created by scanning the STARS survey is analyzed through the use of the Statistical Package for the Social Sciences (SPSS). A frequency distribution is calculated for each service area in relationship to:

(1) campus attended
(2) full-time vs. part-time attendance
(3) age
(4) program of study
(5) new vs. returning student status
(6) various academic indicators

This data can be used to determine the relative demand for services among different student subpopulations.

CONCLUSIONS

STARS has provided a system which not only assesses student needs in a routine manner but also responds to these needs in an effective and proactive manner. The use of computer technology allows rapid personalized response, integration with student data and sophisticated analysis. Most basically, the counselor is provided with a tool to meet student needs more efficiently and effectively.

5. Previous need analysis systems did not provide for:

   A. Assessment opportunity for all college credit students each term;

   B. Integration with the registration process to assure visibility and student access;

   C. The automatic scanner input and generation of response mailers to students indicating a need(s);

   D. A listing and mailers to specific contact persons on each campus for follow-up purposes;

   E. A statistical analysis capability to generate management and planning data;

   F. A systematic evaluation component.

6. During its first term of college-wide implementation, over 1,600 students completed a STARS survey indicating one or more areas of need. Our 5,000 mailers were sent in response to these needs.

7. The objectives of the program are to:

   A. Provide for an opportunity for all college credit students to indicate their needs each term;

   B. Provide an individualized response to students who indicate a need for information or service;

   C. Integrate the response mechanism with the campus delivery systems associated with the need areas on the survey;

   D. Provide data for program planning;

   E. Provide data for program evaluation;

   F. Automate this process to the degree possible.

8. The objectives (in 7. above) have been met by:

   A. Integrating the STARS survey with the new student advising and registration processes, thus making it available to all college credit students each term;

B. Providing an individualized computer mailer (see Attachment A for a sample) to students who respond, followed by specific campus information sent by campus contacts (who were provided with student listings and mailing labels--see Attachment B);

C. Designating STARS contacts for the various services on each campus, assisted by a STARS coordinator (overall guidance provided by a counselor released for one term to guide the initial college-wide implementation);

D. Designing the system to generate a data tape amenable to SPSS analysis (see Attachment C for a listing of the program utilized, a portion of the print-out generated, and tables summarizing the results);

E. A random telephone follow-up was conducted (see Attachment D for the survey form used), as was a survey mailed to students.

F. A computer program was written to:

1. input the data from STARS survey form by the use of campus optical scanning equipment;

2. build a data file on the mainframe computer;

3. generate individualized mailers to students;

4. generate student listings and mailing labels for use by STARS contacts; and

5. create a data tape to be analyzed by the use of the Statistical Package for the Social Sciences (SPSS).

9. An estimate of the cost (per year) of instituting this program is given below:

Scan-Tron forms	$ 400
Mailers	1,000
Postage	5,000
Total	$6,400/year

Of course, staff time was invested to accomplish the program design and implementation. This cost, however, is seen as part of the regular operating cost of providing student services. The hardware (scanners, computer, etc.) requirements were met through the use of already existing equipment.

10. The funds were provided by the department of Student Development Services (out of its operating budget).

11. The funds were justified in terms of better service to students, proactive response capability, and program planning enhancement. Computerization ensured minimization of labor-intensive (i.e., high cost) involvement by staff.

12. Student Development Services took the lead in this program. However, many other areas of the college were actively involved. The STARS survey covers a comprehensive arena of services which required a close working relationship between student services and instructional support personnel. Counselors, advisors, veterans' representatives, academic support lab managers, financial aid coordinators, job placement specialists, tutors, and many other personnel work closely together to contribute to the success of the program. A counselor intern selected to coordinate the program implementation worked closely with the STARS coordinators on each campus, who will continue to coordinate the efforts of everyone involved.

13. The data available at this point has been provided in Attachments E-G. Attachment E provides a table showing the number of students responding to each service area (service code corresponds to numbers on the STARS survey form). Attachment F provides this same data in terms of percentages. Attachment G provides a response rank listing cross indexed to the organizational structure of student development services at FJC. The results of the telephone evaluation will be available by mid-April, 1986. The counselor intern also conducted a series of campus contact debriefings that were used to design improvements for next term.

14. A number of improvements will be implemented for the next term, including:

    A. The provision of standardized script to be used to explain STARS to new students during the initial course placement process;

    B. The provision of three posters (the STARS emblem, a "blow-up" of the STARS survey and a series of questions corresponding to each service area and designed to clarify the meaning of that area-Attachment H) to be used at the STARS table during registration;

C. Provision of personal assistance at the STARS table during registration;

D. Production of a videotape loop explaining STARS and how to complete the form (to be used when staffing is not immediately available);

E. Faster turn-around time between student response and notification;

F. Wider distribution of STARS information to administrative and instructional staff.